

Reading Standards for Literacy in History/Social Studies 9-10

| <u>Grades 9-10</u> | <u>How will we know... Assessment</u> | <u>Text Resources</u> | <u>Additional Resources & Lessons/Activities</u> |
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| <u>Key Ideas & Details</u> | | | |
| <u>RHSS.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | | | |
| <u>RHSS.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | | | |
| <u>RHSS.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | | | |
| <u>Craft and Structure</u> | | | |
| <u>RHSS.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/ social studies. | | | |

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| <u>RHSS.9-10.5</u> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | | | |
| <u>RHSS.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | | | |
| <u>Integration of Knowledge and Ideas</u> | | | |
| <u>RHSS.9-10.7</u> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | | | |
| <u>RHSS.9-10.8</u> Assess the extent to which the reasoning and evidence in a text support the author's claims. | | | |
| <u>RHSS.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources. | | | |

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| <u>Range of Reading and Level of Text Complexity</u> | | | |
| <p><u>RHSS.9-10.10</u> By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> | | | |